

How Do We Best Equip Police to Handle Youth?

A Developmental Approach to Policing



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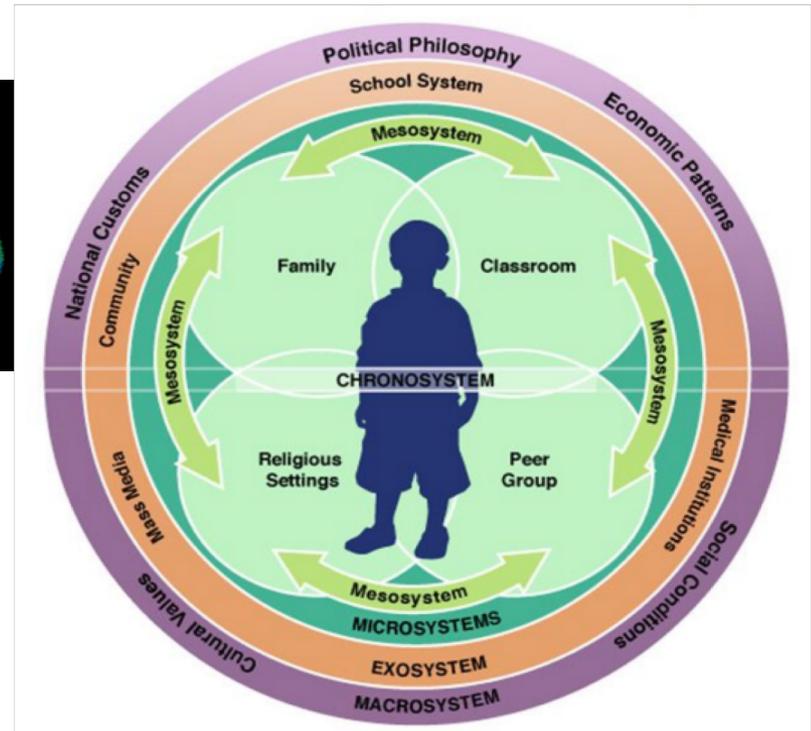
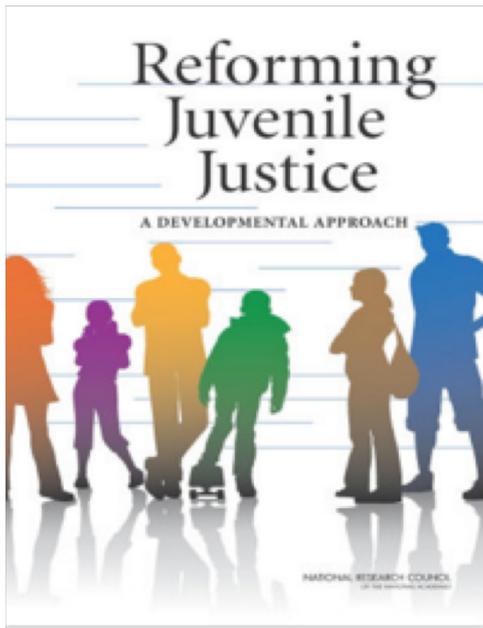
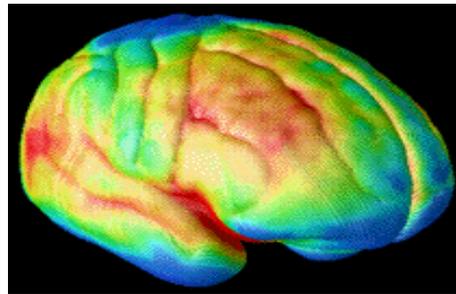
Columbus Community Safety

Advisory Commission

April 18, 2019

How Do We Best Equip Police to Handle Youth?

What We Mean by “Developmentally-Informed” Policies & Practices? Status of “Youth” Matters...



Serious Youth Offenders: 3 Key Lessons

(Pathways to Desistance - 1,354 youth over 7 yrs)

BIGGEST TAKEAWAY:

Most youth **mature out of crime**

- Majority **not violent chronic** offenders
- Youth **perceptions of fairness** of treatment influences their future behavior

HOW We Police Matters: Procedural Justice & Youth

Perception of being treated FAIRLY

- Increases LEGITIMACY of Police
- Decreases CYNICISM of Police
- Increases Likelihood of Compliance with Police
- * Decreases Likelihood of Future Offending

HOW We Police Matters: Procedural Justice & Youth

AGGRESSIVE/"UNFAIR" STOPS & FRISKS:

- Increases Stress/Anxiety
- Increases Trauma
- Decreases Reporting
- Decreases Cooperation
- Increases "Labeling Effect"
- Increases Likelihood of Future Offending

Improving Youth-Police Interactions using Developmental Approach - Promoting **Fairness**

- Initial contact – In the Presence of Peers...
- Modeling Authority & Dialing Back
- Voice & Neutrality
- Warn & Release
- Miranda & Interrogation/ Search & Seizure
- Detention Diversion – Community Partnerships
- Opportunities for positive interaction
- Youth engagement in mutual education

How Do We Best Equip Police to Handle Youth?

Police Chief and SRO Survey Findings (2013)

Expressed **general lack of guidance or training** beyond basic security.

Common guidance/training gaps:

- De-escalation with kids
- Dealing with trauma
- Adolescent development & psychology
- Securing respect and cooperation with youth
- Behavioral precautions with special needs youth

How Do We Best Equip Police to Handle Youth?

Developmental Implications:
In the Presence of Peers &
Stress (Hot vs. Cold Thinking)

- Identity & Peer Dynamics
- Competence Issues



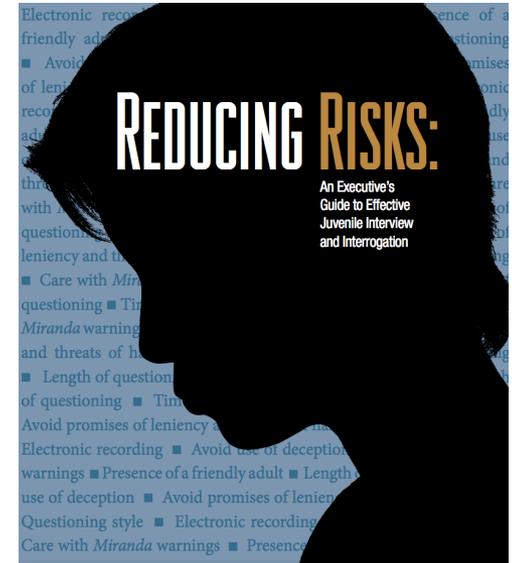
Potential for False
Confessions

How Do We Best Equip Police to Handle Youth?

IACP Recommended Best Practices: Juveniles & Potential for False Confessions

How to secure a “good” statement:

- Child sensitive behavioral analysis
- Age appropriate *Miranda* warnings
- Presence of Friendly Adult
- Length of Questioning
- Time of Questioning
- Tactics to Avoid



- Wrongful Convictions
- Public Safety
- Impact on Youth
- Credibility of LE
- Costs to City & Officers



The Effects of Adolescent Development on Policing



How Do We Best Equip Police to Handle Youth?

Youth Interaction Policies for Law Enforcement Agencies

- Developmentally-Appropriate
- Adhere to best practices & current laws
- Equitable & Trauma-Informed

			
GENERAL POLICE ORDER CLEVELAND DIVISION OF POLICE			
EFFECTIVE DATE:	REVISED DATE:	NO. PAGES: 1 of XX	NUMBER:
YOUTH POLICY			
ASSOCIATED MANUAL:		RELATED ORDERS: 1.3.31, 2.1.01, 2.2.04, 2.3.08, 2.3.09, 2.3.10, 3.4.05, 3.4.16, 4.1.13, 6.2.08, 6.2.17, 7.1.01, 9.1.08	
CHIEF OF POLICE: Calvin Williams, Chief			
<p>PURPOSE: These policies provide officers with guidelines and expectations for interactions with youth that promote compliance with the law, socializing youth to their legal rights and obligations, building relationships with youth while prioritizing positive youth development and the reduction of juvenile delinquency. The Division of Police is committed to using age-appropriate, trauma-informed approaches to officer interactions with youth, consistent with U.S. Supreme Court rulings and research demonstrating that using adult approaches with youth is often ineffective and counterproductive.</p> <p>The Division of Police is committed to developing a diverse range of developmentally-informed responses to youth, including programming and outreach efforts for youth. Officers' responses to youth involved in offending behavior will be predicated on the growing body of scientific research and legal developments emphasizing the fundamental differences between youth and adults while also diminishing its reliance on those tactics that "stigmatize youth and marginalize their participation in the community."¹ The procedures contained herein are intended to equip officers with the discretionary authority to respond to delinquent behavior in a manner that enhances public safety while holding youth accountable in developmentally-appropriate ways.²</p> <p>POLICY: It is the policy of the Division of Police that:</p>			

How Do We Best Equip Police to Handle Youth?

Police Youth Interactions Elements of a Comprehensive Policy

- Purpose & Definitions
- Initial Contact with Youth & Diversion
- Use of Force & De-Escalation
- Arrest, Custody & Transportation
- *Miranda*, Interviews & Interrogation of Youth*
- Special Circumstances & Special Youth Populations*
- Juvenile-specific Data Collection & Review
- Training

Sample: Investigatory Stops (Search & Seizure GPO)

- “Officers should be aware a juvenile may not feel free to leave when an adult in the same circumstances would.”
- “Explanation to person being searched and/or seized, if a juvenile, should be age-appropriate and trauma-informed.”

Sample: Age-appropriate Miranda Warnings

- “When questioning a juvenile, officers shall consider the juveniles age when determining whether the juvenile would not feel free to leave...”
- “Officers shall explain the Miranda warnings in an age-appropriate manner...” (with list of questions phrased in age-appropriate manner as examples; ask to have youth explain each in their own words)
- Waiver considerations with an age-appropriate frame (capacity to understand warning and consequences of waiver?)

Sample: Crisis Intervention Response – “Responding to Juveniles in Crisis”

- “Officers shall take all reasonable measures to de-escalate the situation in a manner that adheres to...**age- and developmentally-appropriate** approaches to juveniles in crisis. These approaches shall include but not be limited to **communication and tactical techniques and strategies that reflect best practices for reducing or eliminating the need to use force** against juveniles in crisis.”
- Policy also has child/youth specific referrals

How Do We Best Equip Police to Handle Youth?

Core SFY Police Training Components

- **Normative** Teen Behaviors
- Lessons from **Psychology & Psychiatry** on Tactics
- **Legal Aspects** of Police Involvement
- Youth **Demographics** & Implications for Behavior
- **Cultural** Issues Affecting Adult/Youth Interactions
- Asserting Authority & Getting **Compliance** from Teens (Without Arrest or Use of Force), includes **Trauma & Crisis**
- Recognizing and Addressing **Implicit Bias**
- Developing & Using Community-Based **Partnerships**
- **Youth Engagement** with Officers

What Works with Young People?

CALM & RESPECTFUL (Initial Interaction Key)

YOUTH VOICE (LISTEN)

NEUTRALITY – BENEFIT of the DOUBT

CLARITY& PREDICTABILITY

PROPORTIONALITY

CARE & RELATIONSHIP

HUMOR (No Shame)

*“Youth live up, or down, to
OUR EXPECTATIONS”*



How Do We Best Equip Police to Interact with Youth?

Training Key Takeaways:
“Our hearts are racing too...”

1. **INITIAL** interaction with youth sets the tone
2. **HOW** kids are treated sets the course for future
3. Kids are especially sensitive to **perceived FAIRNESS** - need to feel heard
3. **DON'T** take it personal
5. **DE-escalate, Communicate and De-escalate**



Youth-Police Interactions

JOIN NOW!



MAKE A PAYMENT

LOGIN



INTERNATIONAL ASSOCIATION of CHIEFS OF POLICE
Serving the Leaders of Today,
Developing the Leaders of Tomorrow

1.800.THEIACP

POLICE AND YOUTH ENGAGEMENT: SUPPORTING THE ROLE OF LAW ENFORCEMENT IN JUVENILE JUSTICE REFORM

CENTER ON MEDIA
CRIME AND JUSTICE
at JOHN JAY COLLEGE

THE CRIME REPORT
YOUR CRIMINAL JUSTICE NETWORK

Ohio

Ensuring that Ohio's youth stay on track, establish skills for the workforce, and live a crime-free life

Cops and Kids: Setting Rules That Save Lives

By Lisa H. Thureau and Deborah Lashley | January 8, 2018

TCR

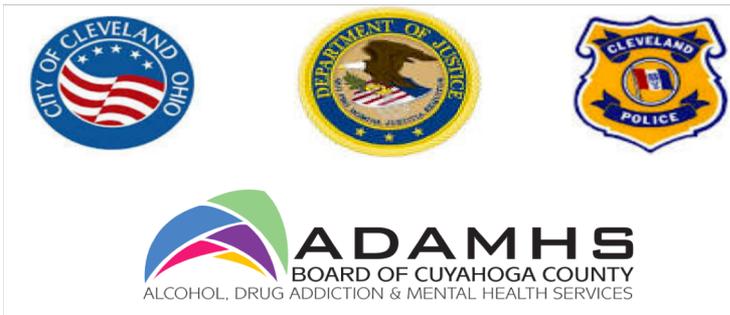
Growing consensus on Importance of Positive Police-Youth Interactions

Strategies to Improve Police-Youth Encounters (post-Settlement Agreement in CLE)

Cleveland Community Police Commission



Mental Health Response Advisory Committee



Policing the teen brain

RACHEL DISSELL AND WILLIAM NEFF | THE PLAIN DEALER

The teen brain doesn't reach maturity until the mid-20s. So should we police kids differently?

Knowing what kids hear and how they process it can lead to better compliance, fewer arrests and better long term interactions with police, experts say. Why does this matter? Studies show that negative interactions with police can lead to more arrests and trouble for teens in the future.

The frontal cortex

Last to mature

In adults, this part of the brain takes charge of planning and strategizing. But youth often aren't using this rational portion of their brain when making decisions. Here's what police can do:

■ Slow it down

This allows officers to calmly connect actions with consequences. Without a developed prefrontal cortex, kids aren't thinking ahead. Tell them what might happen. Let them know their choice will guide what happens.

For instance:

"You can be calm while we wait here for your mom or you can sit in the back of the police car so we're all safe."

■ Repeat

Repeat and repeat again. Youth don't always get it the first time.

Trauma and the teen brain

If brains of normal teens are considered 'damaged,' youth with compromised brains (exposed to toxins before birth, traumatized by sexual, physical abuse, neglect or suffering from mental illness) face even more challenges. The same goes for teen with developmental challenges or mental illness: An authoritative approach

that includes barking orders, aggressive pat downs or unneeded use of handcuffs can provoke the wrong responses. Kids may get scared and bolt, or get numb and shut down.

Research also shows that arresting a child in front of a parent has a lasting, detrimental effect.

Police can:

- **Keep the tone even**
Stand only as close as needed. Speak slowly and clearly. Ask kids what help they need. Listen to what they are trying to communicate and respond by narrating what is happening.

Amygdala

Hot-button center

When a teen talks back, reacts disrespectfully or disobeys it can be the amygdala talking.

■ Words count

Police can use affirmative words and verbs. Kids don't process negative words, like "don't" or "not." For instance: "Don't throw those rocks" won't be understood as well as, "Put those rocks down."

■ Separate the pack

A youth will react differently in a one-on-one exchange than in a group, where he or she may feel challenged in front of peers.

Other tips

- **Don't bluff**
a kid. Telling them they'll be locked up if that won't actually happen isn't helpful. Kids need real consequences, not empty threats.
- **Don't lie.**
If you lie to a kid it disrupts the possibility of building trust or rapport.

SOURCES: Strategies for Youth (www.strategiesforyouth.org), Virginia Beach (Va.) Police Department

William Neff, The Plain Dealer



Ohio Collaborative Community-Police Advisory Board



Proposed Police-Youth Interactions Standard

Agencies shall establish written policies governing agencies' and officers' interactions with youth, that includes the following provisions:

- **practices** that apply developmentally appropriate, trauma informed, equitable practices for interactions with youth including: stops, diversion, arrests, interviews and interrogations;
- **training** all agency enforcement personnel in developmentally appropriate, trauma informed, equitable practices for youth interactions;
- **data** collection on arrests, by charge, age, race, and if use of force;
- **corrective action** based on evaluation of agency and officers' adherence to policies;
- **annual administrative review** of agency practices, data collected on juvenile arrests and use of force.

Police-Youth Interactions

Why Standards Matter: Fostering a Culture



Clarity of expectations

Consistency

Accountability

Legitimacy